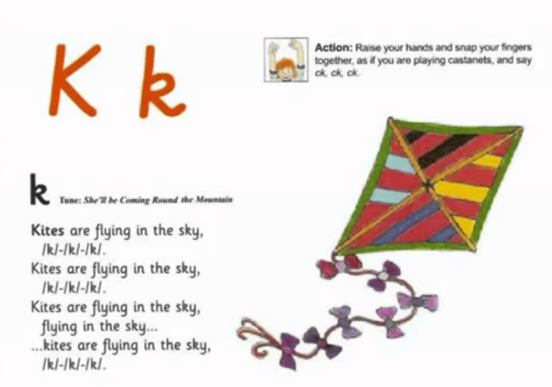
**Nursery Home Learning – Week 6 11.5.20**

We hope you have been finding the weekly home learning sheet useful. Please do not hesitate to contact us if there is anything in particular you would like us to cover or need support with. This week we are introducing our new topic ***People who help us***, with a particular focus on the role of doctors and nurses. We hope the children enjoy learning about their important job and how they help us.Most importantly we hope you stay safe and look after yourselves. Take care, Miss Neale and Ms Hughes.

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| **Literacy** | | **Topic – People who help us: Doctors and Nurses** |
| **Story of the week: Busy People – Doctor**  Using the web link, watch and listen to the story all about the day in the life of a Doctor. <https://www.youtube.com/watch?v=gmKVdYSYKmM>   * Explore the vocabulary (see the attached sheet) to help your child learn a range of new words and their meaning. * Make connections between the book and your child’s own experience of visiting a Doctors Surgery. What similarities and differences do they notice? * Ask your child if they can explain what a doctor is. What do they do? What is a nurse? What do they do? * Discuss what jobs Doctor Miranda in the story did during the day. * Discuss where doctors and nurses work (in a surgery, hospital, visit patients in their own homes and some doctors treat patients in air ambulances).   **Phonics**  **N2 – (Pre-schoolers)**:  **Continue to practise learning the phonemes (letter sounds): s / a / t / p / i / n / m / d / g /o/c/** using home-made flash cards. You can also watch the ***Jolly Phonics*** YouTube clips.  <https://www.youtube.com/watch?v=1Qpn2839Kro>  **Introduce the next phoneme ‘k’** – remember we are teaching the letter **sound** not the name at this stage. Share the Jolly phonics song and sing along. Notice how the new phoneme **K** makes the same sound as last week’s phoneme **/c/.**  Jolly phonics song:  *Kites are flying in the sky*  */k/k/k/*  *Kites are flying in the sky*  */k/k/k/*  *Kites are flying in the sky, flying in the sky*  *Kites are flying in the sky*  *K/k/k/*  (I have attached the Jolly phonics picture card/song for ‘k’ below)   * Can you think of words that begin with the phoneme K – this is tricky as /c/ and /k/ make the same sound. You could make a list of the words /objects that your child names and notice how some words begin with /k/ and others /c/. Go on a hunt around your house to find objects that begin with /K/. * **Oxford Reading Owl -** [**https://www.oxfordowl.co.uk**](https://www.oxfordowl.co.uk)   Using the link above, create a **free** account and access some of the e-picture books without words (book band – purple). Encourage your child to talk about what they can see. Can they make up a story using the pictures? Model this for them if they find it difficult. There are lots of e-books to enjoy together. Most importantly they need to hear and become familiar with a wide range of stories and develop a love of books.   * **Let’s start reading**! Print off the words for reading below or write them clearly on paper. Point to each letter and encourage your child to produce the sound (phoneme), this is known as segmenting. Once they have segmented the word, encourage them to blend the sounds and say the word. Praise them for their attempts. You may want to model this first for them to copy. Once they are more confident get them to have a go on their own. All children develop this skill at different rates and for some children they will need to continue to practise orally segmenting and blending sounds like in the Metal Mike activity from last week. Most importantly keep it fun and praise them for their attempts. * **Online phonics games:**   [www.phonicsbloom.co.uk](http://www.phonicsbloom.co.uk) (phase 1/ phase 2 – set 1)  [http://www.letters-and-sounds.com/phase-1-games.html - Phase 1](http://www.letters-and-sounds.com/phase-1-games.html%20-%20Phase%201)  [**https://new.phonicsplay.co.uk**](https://new.phonicsplay.co.uk) (phase 1 / phase 2 – set 1)  **N1 – (younger nursery pupils)**  This week we are going to be developing your child’s attention and listening skills.  **Play Kim’s game:**  Have a tray with a small selection of everyday objects/toys. Start with 4 objects and as they gain confidence increase the number of objects on the tray. Tell your child to look carefully at the objects, can they name them? Then cover the objects up with a cloth/tea towel and tell them that you are going to take one object away. You might get them to close their eyes while you remove the object. Reveal the remaining objects, can they guess which object is missing? Once they have recalled the missing object place it back on the tray and repeat the activity, removing a different object. Praise your child for waiting their turn, listening and focusing on the activity. Celebrate their attempts. | | Use the internet to look at photos and research the role of a doctor and a nurse.  A**ctivities:**   * **Role play doctors and nurses –** Parents, it’s time to put on your best performance and practise your acting skills!   Role play is an excellent way to teach your child about the role of doctors, nurses and patients. Raid your first aid kit and role play toys for a few essential items, such as bandages (if all fails use toilet roll), plasters, a toy stethoscope (if you have one or you could make one together). You could use teddies as patients and model how to be a doctor or nurse. Model questions that a doctor would ask their patient. How are you feeling? What is the problem? Where does it hurt? You might model writing a prescription for the patient too. Swap roles and encourage your child to be the doctor or nurse, develop their use of language by modelling new words such as; temperature, stethoscope, injection, fever, prescription etc… Have fun!   * Look at the different equipment doctors use on the poster below. What is it called and which part of the body would it be used on? * Give your child a piece of card cut into a doctor’s-bag shape. Ask them to either cut out pictures of doctor’s instruments from the sheet below or draw pictures for them to cut, colour and stick on their doctor’s bag. * Choose a doll and pretend to be a doctor with a stethoscope and count how many heartbeats they can hear whilst you bang a drum. More than 5 is quite tricky to count! |
| **Maths** |
| **Counting**  **Choose a few activities this week to complete from the list below:**   * Get some cake cases or bowls and some dried beans or peas. Label the bowls from 1 to 10. Older children could write the numbers 1 to 10 on small bits of paper. Then using tweezers or chop sticks transfer the correct numbers of dried beans into the cake cases/bowls. * Roll a dice and make a tower with that many blocks. Then roll again and make another tower. Can your child use the language of more and less to describe the 2 towers? Or are they the same? Try and draw a picture of the 2 towers and write the correct numeral next to it. * Play number splat with some fly swatters or a spatula. Make some number cards and spread them out on the table. Say a number, can your child splat the correct number? * Using chalk to draw numbered stepping stones 1-10. Play a game where you ask your child to jump on number ‘4’. Ask them where they will be if they jump up one more or go back one? What about 2 more or 2 less? * Do lots of finger numbers. Can your child quickly show you 4 fingers? Six fingers? Challenge them to say what one more/one less would be. * Help your child learn to count and match a quantity to a number with this super online game <https://www.topmarks.co.uk/learning-to-count/teddy-numbers> |
| **Physical Development** | | **Personal, social and emotional development** |
| **Fine motor:**  **Make your own munchy ball** (cut a slit into a tennis ball). Encourage your child to squeeze the ball open and post small objects inside. Can they fill the monster?    **Stretchy bands**  With supervision, show your child how they can carefully stretch an elastic band over a small object (but be careful it doesn’t fly off). | **Gross Motor: Play ‘Simon says….’** | To explore your child’s feelings and emotions and to help them to understand how and why they feel a certain way, why not make an *emotion block person*. Ask your child each day if they can show you how they are feeling (happy, sad, excited, scared) using the block person.  You may need to name it for them by wondering aloud “I wonder if you are feeling happy today? I can see you have got a big smile on your face” Or, “I wonder if you are feeling worried? You are frowning and your eyes are scrunched up.”  **To make an emotion block person:**  Find some Duplo blocks and a permanent  marker pen to draw a range of eyes and mouths to  represent different emotions/feelings.  Use this to help your child to understand and express  how they are feeling. |

**Phonics /K/**

*Sing to the tune of: She’ll be coming round the mountain*



**Stick the items the doctors need in this bag or draw them**



